**Guided Reading Lesson Plan**

**Text: The Bumper Cars PM Readers Level: 4**

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| **High Frequency Word Review** | Review high frequency words already learnt: said, at, the, here, in, comes |
| **Easy Reading** | Use the last book used in the previous session.  Help each child use strategies that aid self correction:   * Show children how to use information * Say…..THINK! What would sound right / look right / make sense? * Fluency practice. Teach punctuation. |
| **New book** | **Orientation:**  The title or the name of this book is “The Bumper Cars”. A title tells us what the book will be all about, so we can predict that this book is about some children going in a bumper car. Have you ever been in a bumper car? What do people do in bumper cars? On the title page we can see children sitting in a bumper car. What do you think will happen?  (P2) We can see some children going in the bumper cars. There’s a boy and he seems to be calling his Dad: what might he be saying to him?  (P4) What do you think the family are doing?  (P6) Little Teddy is walking away because… What do you think is going to happen next?  (P8) What do you think James is going ask his Dad? What will Kate ask?  (P10)What are they doing?  (P12) What do you think Nick is doing? What might she be saying to her Dad?  (P14) Nick is pointing. What do you think she is saying?  (P16) This looks like an OOH moment! What do you think they are saying? What do you think might happen?  **Introduce new words and concepts**, positional words (in, ).  **Finding words using initial letters** after articulating clearly. What can you hear in the middle, at the end of…?  **Prompt children to practise strategies**.  **Each child reads the text independently**.  **Reinforce when children use reading strategies. Prompt students as necessary to utilize strategies.**  **Practise fluency** P 14 Practise saying it the way that the kids would shout it: discuss exclamation marks and bolding. |
| **High frequency words** | car, red, blue, shouted, are, bump |
| **Letter identification** | Focus on initial consonants   * c: car, come, comes, can * l: looked, look |
| **Phonological awareness** | * ar: car, far, bar, star, * Onset & rime – an– can, pan, man, ban, * Suffix ending “ing” – look – looking * Plural: come / comes |
| **Other teaching focus** | * Use of question mark to ask questions * Exclamation marks |
| **Group/ Names of students** |  |
| **Comments** |  |